

# **SOUTH DAKOTA DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAMS**

## **Colome School District Continuous Improvement Monitoring Process Report 2006-2007**

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**Dates of On Site Visit:** February 22, 2007

**Date of Report:** March 20, 2007

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This report contains the results of the steering committee's self-assessment and the validation of the self-assessment by Special Education Programs. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

- |                           |   |
|---------------------------|---|
| <b>Promising Practice</b> | The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.  |
| <b>Meets Requirements</b> | The district/agency consistently meets this requirement.  |
| <b>Needs Assistance</b>   | The district/agency consistently does not meet this requirement and is out of compliance.   |
| <b>Needs Intervention</b> | The district/agency consistently does not meet this requirement and is out of compliance.   |
| <b>Not applicable</b>     | In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries. |
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### **Principle 1 – General Supervision**

General supervision means the school district's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

## **Steering Committee Self-Assessment Summary**

Data sources used:

B – District Instructional Staff Information

C – Suspension and Expulsion Information

D – Statewide Assessment Information

E – Enrollment Information

F – Placement Alternatives

G – Disabling Conditions

H – Exiting Information

Surveys

Information on home school students

Comprehensive plan

Teacher Assistance Team (TAT): referral vs. non referral information

Screening

### **Promising Practice**

The school district conducts Birth to 5 screening activities through a collaborative approach with Mid-Central Educational Cooperative, HeadStart, the county health nurse, the school district and the school's preschool. The screenings conducted provide information for child find and assist HeadStart in meeting their requirements for students placed in their program.

The steering committee concluded the district offers parents transportation, sends a representative to an out of district meeting or attends by phone conference. Two teachers are assisting in rewriting language arts standards, and one teacher volunteered to assist in rewriting science standards.

### **Meets Requirements**

The steering committee concluded there are no private school in the district and dropout rates for students with disabilities is 0%. The district uses curriculum based measurement in reading and the district has not suspended or expelled any student in the past 5 years. The district has been involved in professional development for curriculum mapping and teachers attend a reading strategy in-service once a month.

### **Out of Compliance**

Initial referral documentation was missing from two of four files. The team discussed this issue and determined transitional reasons for the missing referral forms. Steps were discussed and organizational steps have been taken to ensure proper documentation.

## **Validation Results**

### **Promising Practice**

The monitoring team validated Birth to 5 screening activities as a promising practice. The district, Mid-Central Educational Cooperative, HeadStart,

community health and the district preschool collaborate and conduct screening to provide information for child find and assist HeadStart in meeting their requirements for students placed in their program.

The monitoring team did not validate parent transportation, representative at out of district meetings by phone conference or in person as a promising practice. Appropriate meeting membership and the provision of transportation as a related service is a requirement.

The monitoring team did not validate rewriting language arts and science standards as a promising practice.

### **Meets Requirements**

The monitoring team agrees with the findings of the steering committee for Principle One, General Supervision. The monitoring team noted documentation of referral in student files, has been moved from out of compliance to meets requirements. Through file reviews and interviews, the monitoring team noted referrals in files of students referred since the pre-site technical assistance activity in February 2006.

## **Principle 2 – Free Appropriate Public Education**

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3<sup>rd</sup> birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

### **Steering Committee Self-Assessment Summary**

Data sources used:

B – District Instructional Staff Information

C – Suspension and Expulsion Information

E – Enrollment Information

F – Placement Alternatives

K – Early Intervention (Part C) Exit Information

L – Complaints

M – Hearings

N – Monitoring

Surveys

District comprehensive plan

Student files

Review of district wide inservices

**Promising Practice:**

The steering committee noted the district has implemented several programs within the school promoting good decision making, displaying appropriate behavior such as Tripp County Better choices, All Star program and Lakeshore Puppet Show. The district has implemented a Club E after school program, National Guard Adapt Drug and Alcohol program, Big Pal/Little Pal program and a high school community service program.

**Meets requirements**

The steering committee stated the district provides a free appropriate public education for all students. The district works with the River Interagency to provide services for children Birth-Three. Parent surveys indicated parents were satisfied with the education programs and services provided for their children. The steering committee noted only one student with a disability was suspended over the last 5 years and procedures were followed.

**Validation Results****Promising Practice**

The monitoring team validated the continuum of practice from first grade to ninth grade for making healthy choices as a promising practice. The All Star program, Tripp County Better choices, Lakeshore Puppet Show, Club E after school program, Big Pal/Little Pal (a mentoring program) and the National Guard Adapt Drug and Alcohol program are examples of opportunities available.

The high school community service program is a promising practice. Students have an opportunity to receive credit for community service. Freshman students are expected to do 20 hours of community service, the government teacher expects seniors to complete community service as part of the course requirement and 10<sup>th</sup> and 11<sup>th</sup> grade participants do community service on a volunteer basis. Students are encouraged to participate because scholarship applications often list community service as a requirement.

**Meets Requirements**

The monitoring team agrees with the findings of the steering committee for Principle Two, Free Appropriate Public Education.

**Principle 3 – Appropriate Evaluation**

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for

evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

### **Steering Committee Self-Assessment Summary**

Data sources used:

Teacher file reviews

- Prior notice
- Telephone log
- Evaluation report

Exit and re-entry into special education

Number of placement committee overrides

Surveys

General curriculum information

Comprehensive plan

Initial referral numbers

### **Meets requirements**

The steering committee reported initial consent documentation was missing from two of four files. Organizational steps have been taken to ensure proper documentation. One test was administered without permission, one reevaluation exceeded the timelines allowed. The steering committee stated the multidisciplinary team report contains the required content.

### **Validation Results**

#### **Meets Requirements**

The monitoring team agrees with the findings of the steering committee for Principle Three, Appropriate Evaluation. Current reevaluations met the timelines, referrals completed since February 2006 are documented on the district referral form and written consent was present in the student files for all areas evaluated.

### **Principle 4 – Procedural Safeguards**

Parents of children with disabilities have certain rights available. The school makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

### **Steering Committee Self-Assessment Summary**

Data sources used:

Teacher file reviews

Surveys  
Comprehensive plan  
Parental rights document  
Consent and prior notice forms

### **Meets requirements**

The steering committee reported parental rights are written in an understandable manner and is provided to parents annually or upon request. Prior notice/ consent forms contain the required content and ESY services are documented in each student file. The district has a list of potential surrogate parents who are fully trained. The district has procedures in place for release of information and all parents who returned surveys indicated they have access to their child's file. There have been no complaints or due process hearings.

### **Validation Results**

#### **Meets Requirements**

The monitoring team agrees with the findings of the steering committee for Principle Four, Procedural Safeguards.

### **Principle 5 – Individualized Education Program**

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

### **Steering Committee Self-Assessment Summary**

Data sources used:  
Comprehensive plan  
Teacher file reviews

#### **Promising Practice**

The steering committee reported the IEP team reschedules three times in order for parents to attend.

### **Meets requirements**

The steering committee concluded appropriate membership at all IEP meetings with the exception of one meeting where a paraprofessional attended instead of the regular education teacher for a child with significant disabilities. Transition files include appropriate documentation for all

students 16 and older. The district ensures IEP services are started immediately and appropriate services are developed for each child.

### **Needs improvement**

The steering committee noted justification for placement was not documented appropriately in two files. Modifications for state and district wide assessment were not appropriately addressed in the student files.

### **Validation Results**

#### **Promising Practice**

The monitoring team did not validate the steering committee findings for rescheduling meetings more than two times in order for parents to attend. The ARSD rule states two documented attempts are required and then the district can move forward with the meeting.

#### **Meets Requirements**

The monitoring team agrees with the steering committee findings for Principle Five, Individual Education Program. The district currently documents justification for placement and modifications for state and district wide assessments and appropriate team membership for all students on and IEP, therefore, the monitoring team determined the district meets requirements.

### **Principle 6 – Least Restrictive Environment**

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

### **Steering Committee Self-Assessment Summary**

Data sources used:

File reviews

Surveys

#### **Meets requirements**

The steering committee determined the district placement numbers are consistently below that of the state, fewer children are removed from the regular classroom for instruction, teachers are involved in placement and development of IEP based on surveys, and parents believe their children

successfully participate in the school's curriculum, the steering committee concluded the district.

### **Validation Results**

#### **Meets Requirements**

The monitoring team agrees with the steering committee findings for Principle Six, Least Restrictive Environment.